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IS YOUR CHALLENGE!

Will the community of York and York County fail in its obligation to its fine young people?

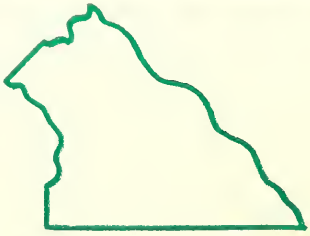
OR

Will the community rise up and help preserve the opportunity our young people now have for a college education here at home?

SUPPORT YOUR

COMMUNITY COLLEGE FUND

York Junior College is a community college. Its doors are the open doors of opportunity. They must not close.



York Junior College

York, Pennsylvania

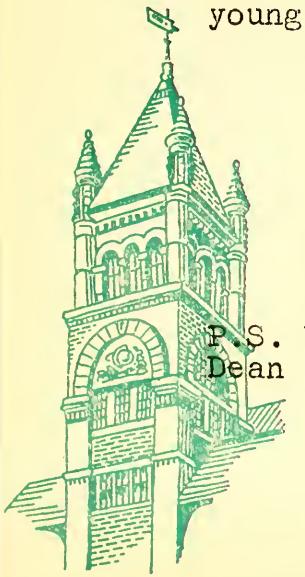
June 27, 1952

you will be doing an invaluable service and at the same time be providing a prospective student for transfer to your own college. We will be pleased to receive the names of any young people you my have in mind.

Sincerely,

Ellis D. Williams

Ellis D. Williams
Registrar



P.S. You may procure a YJC catalogue upon request, or contact Dean Byron W. Hartley. Telephone 8-2941.

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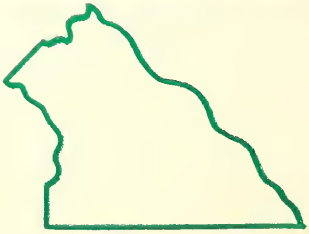

York Junior College

YORK, PENNSYLVANIA

June 27, 1952

Dear College Friend:

No, this letter is not a solicitation for funds, but it is an appeal to YOU and to your loyalty to your own Alma Mater to help it enroll more students of the calibre it is seeking.

Frequently, York Junior College receives inquiries from non-state supported four year colleges: Do you have transfer students in good academic standing? (that means a C or preferably a B average).

York Junior College can provide many transfer students with YOUR ASSISTANCE for your Alma Mater. Remember, it costs only three hundred and fifty dollars ($350) tuition per year to attend Y.J.C. Many potential students cannot finance four years of college education away from home at present costs.

Therefore, will you please ask yourself the following question? Do I know a young person

1. in my church, Y.M.-Y.W.C.A. or scout work
2. among my friends and relatives
3. or just living down the street

who could profit from more education--either a two year Terminal course such as Medical Secretary, or a Liberal Arts transfer.

By influencing ONE student to obtain more education, you will be doing an invaluable service and at the same time be providing a prospective student for transfer to your own college. We will be pleased to receive the names of any young people you my have in mind.

Sincerely,

Ellis D. Williams

Ellis D. Williams
Registrar

P.S. You may procure a YJC catalogue upon request, or contact Dean Byron W. Hartley. Telephone 8-2941.

here are the

ANSWERS

. . . . . to questions
mothers and dads
ask about the
York Junior
College

the college of opportunity
for the young people of
York and York County

YOU mothers and dads who have sons and daughters graduating from high school this spring—you have a serious decision to make. What about your boy's or girl's future? Shall he or she have the opportunity to go to college?

Most parents want their sons and daughters to have a college education, but to make a decision that's fair to themselves and fair to their boy or girl, many questions must be answered. "Can we afford it?" "What college program is best for us to consider?" "How can we be sure we're doing the right thing?"

These and many more are the questions mothers and dads ask about York Junior College and here are some of the answers.

1. What is the York Junior College?

Answer—The York Junior College is a two-year community college where a student can get the basic courses of a college education. It is for the high school graduate who desires to CONTINUE his education toward a FOUR YEAR college degree, or who wants 2 years intensive training for a special job.

2. How much will it cost to send our son or daughter to York Junior College?

Answer—The tuition at York Junior College is $175 a semester or $350 a year. Laboratory fees, cost of books, etc. are additional and usually run between $50 and $75 a semester. Thus a boy or girl, living at home, can get the first two years of a college education at York Junior College for less than $250 a semester.

3. How does this cost compare with the cost of sending our son or daughter away to school?

Answer—The cost of sending a boy or girl away to a four-year college, considering room and board, tuition, fees, books, etc., runs from $1,200.00 to $1,500.00 a year. The tuition alone at many four-year colleges has nearly doubled in the past ten years.

4. Do students graduate from York Junior College and what diploma or certificate is given?

Answer—When a student completes a required number of courses with sufficiently high marks he or she receives a York Junior College diploma. If a student satisfactorily completes a limited course of study he or she is given a York Junior College certificate.

5. If after attending York Junior College can our son or daughter transfer to a four-year college?

Answer—Yes, indeed. A student who makes grades of "C" (preferably higher than "C") can transfer to a four-year college.

6. If our son or daughter transfers to a four-year college, after one or two years at York Junior College, will he or she be qualified to advance right along with his or her regular class?

Answer—Yes. In fact the record shows that many students who transfer from York Junior College to complete their Junior and Senior years at a four-year college, do better than most students who go directly from high school to a four-year college.

7. What are the advantages of sending our son or daughter to York Junior College for two years and then away to college for two years?

Answer—When a boy or girl goes away to college he or she is compelled to make two important adjustments in living and learning. Sometimes these prove too much for the student and result in failure and loss of self-confidence. These two adjustments are (1) the severe emotional change of living away from home, and (2) the adjustment to a way of learning that is different from high school methods. A student who first attends York Junior College, while living at home, and then goes away to college, makes these adjustments in two easy stages. This is probably one of the reasons why York Junior College students do better at a four-year college than the average student who goes directly to a four-year college.

8. Will our son or daughter receive individual guidance and attention at York Junior College?

Answer—Positively yes. This is one of the outstanding features of the York Junior College. Classes are small and the instructors are noted for their friendliness and understanding of young people. They take a deep personal interest in every student and gladly give helpful counsel and guidance whenever and wherever needed.

9. Our son (daughter) can't make up his (her) mind what profession to enter. Will going to York Junior College help answer this problem?

Answer—The York Junior College is ideal for a student who cannot decide which profession or business career to follow. Because of the compactness and flexibility of York Junior College any student in one semester can easily become acquainted with all the different fields of study the college offers: the science studies, the business course, the art and cultural subjects. This fact together with the observance and counsel of experienced educators will be invaluable in helping the student decide which profession or career to follow.

10. What profession can our son or daughter train for at York Junior College?

Answer—The program at York Junior College is sufficiently flexible that it provides the opportunity for a high school graduate to obtain the basic courses for business administration, medicine, dentistry, engineering, teaching, art, television, or secretorial work.

11. What is meant by Terminal Courses which the York Junior College offers?

Answer—The terminal courses are for the high school graduate who:—

(a) cannot see his or her way clear to go to college for four years.
(b) wants to advance his or her training beyond a high school education.
(c) wants the prestige of having gone to college.
(d) wants to get ahead faster in a specialized job.
(e) wants the qualifications for a better paying job.

These terminal courses vary from one to four semesters. They are very low in cost and schedules can be light or heavy as the student desires.

12. What are the advantages of Terminal Courses?

Answer—Many of the Terminal Courses at York Junior College were established through the cooperation and recommendation of local professional and business men. These men have need for young people with specialized training to fill the better paying jobs in their plants and offices. Thus the opportunity to get a better paying job in the York area is wide open to the certified Terminal student of York Junior College.

YOU mothers and dads who have sons and daughters graduating from high school this spring—you have a serious decision to make. What about your boy's or girl's future? Shall he or she have the opportunity to go to college?

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13. Our son (daughter) wants to go to college but also wants a job on the side to help pay the expenses. Can he (she) do this at York Junior College?

Answer—Quite a number of students at York Junior College have jobs and are working their way through school. Every encouragement is given a student who wishes to work to help pay his way through college.

14. Our son (daughter) is interested in athletics. Will he (she) have a chance to get into athletics at York Junior College?

Answer—By all means yes. The York Junior College is extremely anxious to enroll students who are interested in athletics. The York Junior College gymnasium, which was built only a few years ago, is one of the largest and finest gymnasiums in this vicinity. York Junior College has a state-wide reputation in sports.

15. Our son (daughter) wants to go to a college where there is "college life." Does York Junior College offer this for the young people?

Answer—Definitely yes. There are fraternities and sororities. There are academic societies and organizations to join. There are social affairs and games to attend. There are publications to work on. There are plays and organized field trips to be enjoyed.

16. Can a student procure a scholarship at York Junior College to help pay his tuition?

Answer—Yes. There are Academy scholarships, York Junior College scholarships, and others.

17. We have several questions in mind which you do not cover in this folder. How can we get the answers to our questions?

Answer—Simply telephone, or write a card or letter to

The Registrar
York Junior College
York, Pennsylvania, Telephone #82941

and the answers to your questions will be gladly given. But why not pay a visit to York Junior College. It is Your community college and everyone is welcome to see for themselves the fine institution we have right here at home. Come in and ask all the questions you wish. We will be most happy to answer them for you.

THE RECORD SHOWS

that students who attended York Junior College for two years and then transferred to a 4-year college for their Junior and Senior years, made higher grades than the average of students who went directly to a 4-year college from high school. Students of York Junior College have transferred to the following colleges and universities to complete their 3rd and 4th years:

Gettysburg College
Franklin and Marshall College
University of Michigan
Lehigh University
The Pennsylvania State College
Dickinson College
Juniata College
University of Pennsylvania
The Johns Hopkins University
Syracuse University
Ursinus College
University of Maryland
Millersville State Teachers College
Wilson College
Ohio Wesleyan College
Carnegie Institute of Technology
Bucknell University
American University
Shippensburg State Teachers College
Temple University
Lebanon Valley College
Grove City College
Western Maryland College
Elizabethtown College
University of Pittsburgh
University of Miami
Rider College
George Washington University
West Chester State Teachers College
Antioch College
Cornell University
Rutgers University
and many others.

WHY A COMMUNITY COLLEGE FUND FOR YORK JUNIOR COLLEGE?

York Junior College is a young college, yet its history goes back to the years 1873 and 1787 through its parent institutions, The York Collegiate Institute and the York County Academy.

Thus for more than a century and a half, the young people of York and York County have had, right here at home, the opportunity for cultural development, advanced education and specialized training. Now, after all these years, will YOU and the community allow this opportunity to fade away?

Since its establishment in 1941, York Junior College has made great strides forward. It is one of the most outstanding institutions of its kind in the entire state. Many of its graduates who later earned their college degrees have established a glorious record—a record of scholastic achievement of which the community can be very proud.

York Junior College is a community college. Its doors are open to all who seek learning, regardless of class, color or creed. Its doors are the open doors of opportunity. They must not close.

The Library at Y. J. C. totals more than 7,000 volumes. ● Knowledge of Physics is of prime importance to the engineer. At Y. J. C. the growing enrollment of engineering students is answering the nation's urgent call for more engineering talent.

Now as never before, and for reasons made clear on the following pages of this booklet, your York Junior College needs your help. For the future of our young people; for the pride of our community; for the preservation of our heritage giving us the right to provide and support our institutions of learning as we see fit—GIVE AND GIVE GENEROUSLY TO YOUR COMMUNITY COLLEGE FUND.

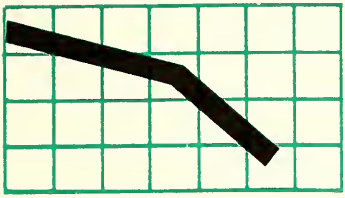
WHY YORK JUNIOR COLLEGE NEEDS FUNDS

Few colleges, if any, have ever been known to exist on income from students' fees alone. It is largely the income from endowments, gifts and public grants that keeps our free American colleges going.

True—the York Junior College receives some income annually from endowments, but the amount is small and has become less and less as the returns on invested dollars have shrunk generally during the past twenty years. True—in prior years the income from students' fees has been fairly satisfactory, but now it is down. True—a few thoughtful individuals and business firms always have given generously to the college to clear the annual deficit, but the growing burden is no longer the responsibility of a few—it is the responsibility of many.

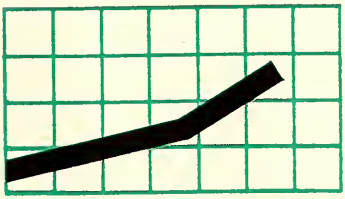
HERE ARE THE FACTS:

At Y. J. C. the most complete, 2-year Secretarial and Business Courses are available. ● From the Y. J. C. Chemistry Laboratory many of our fine young people have gone forward to perform great works in the world of science and research.



COLLEGE INCOME IS DOWN

Studies show that income from invested college endowments is little more than half what is was twenty years ago. The income from York Junior College's small endowments has suffered greatly with the rest. Also, the income from students' fees is down at York Junior College. This year the college was caught between two conditions which adversely affected student enrollment. First, the low birth rate of the mid-1930's, when boys and girls now of college age were born, has resulted in fewer students available for enrollment in all colleges, including York Junior College. And second, the number of young men now serving in our armed forces has cut down the number of available students even further.



OPERATING COSTS ARE UP

Studies show that over-all college operating costs have nearly doubled since 1941. The general inflationary conditions which have grown steadily worse during the past twenty years have not side-stepped York Junior College. Despite all efforts to hold expenses to a minimum, the cost of operating the York Junior College has increased tremendously.

At Y. J. C. many classes are small, and a close, friendly relationship exists between students and instructor. ● The Y. J. C. Biology Laboratory has given hundreds of boys and girls basic knowledge essential to success in the fields of science and medicine.

WHAT IS THE COLLEGE DOING TO HELP ITSELF?

The trustees, the faculty, the alumni and the student body of York Junior College have taken the bit in their teeth. They are determined to do all that is within their power to build a strong, aggressive college for their community—*your* community. The school has already launched an energetic student procurement campaign. Plans are now under consideration for the future growth of the college and, in cooperation with local business and professional men, new fields of study are being analyzed which will enable the college to grow and grow in its service to the community.

The fulfillment of these plans, however, depends on a great and urgent need—a need for funds *now* to meet the college's current operating deficit. With a steady improvement in student enrollment a portion of the annual deficit will be met—but only a portion—thus . . .

AN EMERGENCY FUND OF $100,000 IS NEEDED NOW

WHY INDUSTRY and BUSINE GIVE GENEROUSLY t

Here is what Alfred P. Sloan, Jr. says:—

". . . never have our schools of higher learning so needed financial help as they do now. Like everyone else, they are caught in an economic dilemma between rising costs, lower returns on endowments and declining financial support, as the old sources of revenue dry up.

"It is vital—if we are to perpetuate our free society—that we find a way to keep our colleges, universities and technological institutions virile, progressive and—above all else—free. To stay that way they must have adequate financial support.

"But there are only a limited number of sources to which higher education can look for the really substantial help it needs. The one that comes to mind first is the federal government. This I believe to be entirely wrong. We have become too accustomed to seeking from Washington many things that we should provide for ourselves. If our educational institutions accept government financing, then, eventually, they must accept political control, whether they like it or not.

"There remain . . . two substantial sources of private financial aid. One is the private foundation — a corporate reservoir for funds accumulated by individuals in the past. The other . . . corporate enterprise, by which I mean not only corporations owned by a few individuals, but those owned by vast numbers of stock holders.

"It seems to me that, in its own interests, corporate enterprise should support the sources from which fundamental knowledge flows.

"Our corporations spend millions to provide medical and welfare benefits for their employees. They have just as much responsibility, I believe, to contribute to the common cause of higher education. In the long view, these donations would contribute to the advance of our living standards, and to the strengthening of our national security, and that affects the lives of all Americans."

MANUFACTURERS, MERCHANTS, BANKS—all businesses sh

SS SHOULD GIVE and the COMMUNITY COLLEGE FUND

Look How Little it Costs for Every Dollar You Give

A company giving to the Community College Fund can actually double or quadruple its contribution and still pay out about the same amount intended in the first place. The difference is made up out of savings in taxes.

	Out of every dollar you give it costs you ONLY	Out of every dollar this amount comes from taxes
If your company has to pay excess profits tax	23¢	77¢
If your company is not subject to excess profits tax (Based on earnings above $25,000.)	53¢	47¢

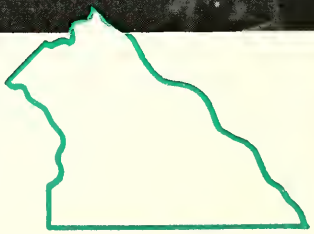
Business establishments of all kinds, all over the nation, are finding out that it is good business to invest in public goodwill at the above bargain prices.

The York Junior College helps local business

- It supplies a constant source of personnel with specialized post-high school training.
- It trains the youth of the community for future assumption of top responsibility positions.
- It provides facilities for specialized training as the needs in local business and industry develop.
- It keeps in the community thousands of retail-buying dollars which otherwise would go to other college communities.
- It brings thousands of retail-buying dollars into the community.
- It helps make the community a better place in which to work and live.

ld support the Community College Fund in their own interests.

In a typical Y. J. C. class room there are students working toward a full college degree and others who seek special training for special jobs. ● Courses in Television and Radio servicing were established at Y. J. C. to meet a great local demand for men trained in this work.

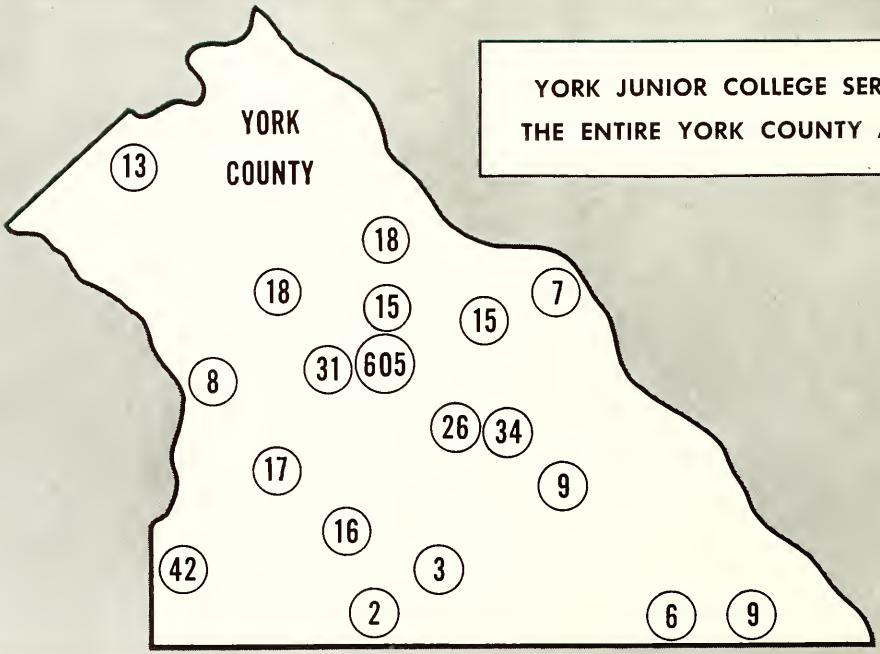


WHY EVERYONE IN YORK AND YORK COUNTY SHOULD GIVE

The community of York and York County has a glorious history. It is a thriving, energetic community rich in opportunity. It is a community known throughout the land for getting things done. Now, with all its accomplishments, our community is faced with a grave challenge, determining whether or not we have the courage and vision to preserve our only institution for higher education. This is a real challenge and everyone in York and York County can help meet it by supporting the Community College Fund.

York Junior College serves everyone in the community

- It raises the educational level of our community.
- It saves many families thousands of dollars a year in educating their sons and daughters.
- It gives our young people the opportunity to prepare themselves for better jobs and a happier future.
- It helps make our community better known.
- It helps attract new people to our community.
- It provides a means for developing the talents and skills of our young people.
- It helps the forward progress of our community.



At Y. J. C. thirteen Art Courses are offered the young people of our community. These courses are for students who wish practical art training as well as the cultural study of art.

The figures on the above map show how many students attended York Junior College from the various sections of the county during the past ten years.

WHAT YORK JUNIOR COLLEGE MEANS TO OUR YOUNG PEOPLE

To many of our fine young people, living in York and York County, York Junior College represents the only hope for a college education.

York Junior College gives the boy or girl who cannot afford four years away at school the opportunity to get two years of college credits here at home.

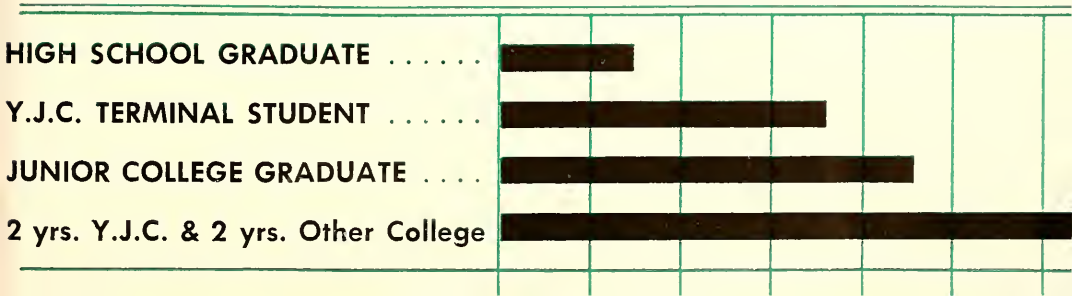
York Junior College is also for young people who do not desire a full college education but wish to complete, in minimum time, courses of special training that will help them get better jobs and will give them the background to work for a happier future.

York Junior College provides the opportunity for a high school graduate to set out on almost any career. Look at the record. Here are some interesting examples of the achievements of York Junior College students who have gone on to make their places in the world.

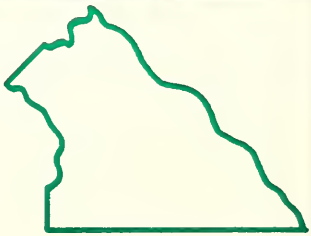
Four boys who studied at York Junior College for two years before going to Franklin and Marshall graduated from the latter college with honors in chemistry. Three of the boys received teaching fellowships in chemistry to enable them to work toward their Ph. D. degrees; one at Northwestern University, one at Carnegie Institute of Technology, and one at the University of Delaware.

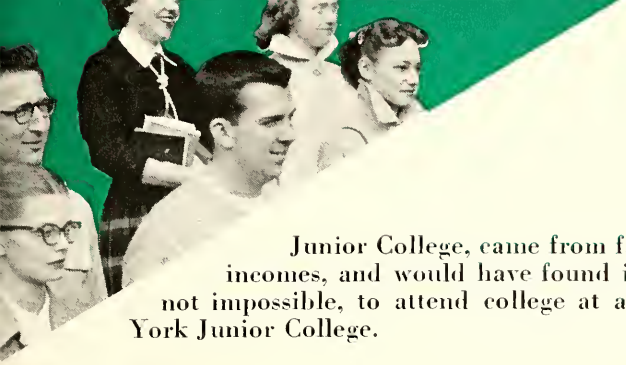
These young men, typical of many boys who attend York

WHEN SUCCESS DEPENDS ON EDUCATION HOW FAR CAN THEY GO?



Many extra-curricular activities and events at Y. J. C. provide the recreation and social contacts essential to developing character, culture and sportsmanship in our young people.





Junior College, came from families with very small incomes, and would have found it extremely difficult, if not impossible, to attend college at all had it not been for York Junior College.

Two girls of very modest backgrounds—financially and culturally transferred to Ursinus College after two years at York Junior College. They graduated as valedictorian and salutatorian in their class at Ursinus.

Another girl, the daughter of a minister, worked in a local store to finance her schooling at York Junior College. After graduating here, she attended Ohio Wesleyan University where she became a member of Phi Beta Kappa and received a research fellowship at the University of Pennsylvania.

Then, there is the case of the young boy who was unable to attend college because of limited finances. He managed, however, to finance two years at York Junior College, and after working a year, he went on to Franklin and Marshall College. Upon graduating from that college, he received a teaching fellowship at the University of Delaware.

A graduate of an early class at York Junior College enrolled at the University of Pennsylvania in her junior year. There she graduated as a member of Phi Beta Kappa and entered the University's Law School from which she graduated first in her class. She now has a successful law practice.

These are only a few of the many, many examples of what York Junior College means to our young people. Shall future generations be denied these advantages? The community will not let that happen. Everyone must and will support the Community College Fund.

GIVE to YOUR COMMUNITY COLLEGE FUND

MAKE YOUR CONTRIBUTION

payable to the

Community College Fund

York Junior College

York, Pennsylvania

SUBSCRIBER'S RECEIPT

THE YORK JUNIOR COLLEGE ACKNOWLEDGES WITH APPRECIATION AND THANKS THE SUBSCRIPTION

OF ..... (NAME)

FOR $..... (TOTAL PLEDGE) PAYABLE .....

CASH PAID $..... DATE .....

(SALESMAN) .....

GEORGE L. SPRENKLE
JOHN L. TOOMEY

Mr. George Hay Kain
45 East Springettsbury Avenue
York, Pennsylvania

Nº 339

Total Pledge .....

Cash Paid .....

.....
Salesman Team No.

York Junior College—COMMUNITY COLLEGE FUND—Goal $100,000

Realizing the great and urgent need for maintaining, for the young people of York and York County, the opportunity of a college education here at home, I hereby pledge.

THE SUM OF..... DOLLARS ($.....)

PAYABLE IN 5 SEMI-ANNUAL INSTALLMENTS BEGINNING JUNE 1, 1952 OR

AS FOLLOWS:.....

DATE ..... NAME .....

MAKE CHECKS PAYABLE TO
Y. J. C. COMMUNITY COLLEGE FUND ADDRESS .....

SALESMAN'S REPORT

CHECK HERE

.....PLEDGED (SEE OTHER SIDE)

.....SEE LATER

.....OUT OF CITY TILL.....

.....POSITIVELY WON'T GIVE

.....SICKNESS

.....UNEMPLOYED

.....MAY GIVE MORE

.....SHOULD BE SEEN AGAIN BY SOMEONE ELSE.

.....MOVED AWAY

.....DECEASED

.....Y. J. C. OFFICER SHOULD SEE

OTHER REASONS .....

REPORTED BY .....

..... TEAM NO.....

RECORD OF PAYMENTS

FOR OFFICE USE ONLY

TOTAL AMOUNT PLEDGED.....

DATE	AMOUNT PAID		BALANCE DUE	

The York Junior College

COMMUNITY COLLEGE FUND

TO MAINTAIN FOR THE YOUNG PEOPLE OF YORK AND YORK COUNTY
THE OPPORTUNITY OF A COLLEGE EDUCATION HERE AT HOME

sure your help will be greatly appreciated.

Sincerely,

Charles J. Malone

Charles J. Malone,
Fund Chairman

CJM/mm

ADVISORY COMMITTEE

HON. WALTER L. ANDERSON
MRS. WILLIAM S. McCLELLAN
GEORGE S. SCHMIDT
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SAMUEL SMALL
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MRS. J. KENNETH STALLMAN
ROBERT P. TURNER, JR.

York County Academy

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SALESMAN'S REPORT

CHECK HERE

.....PLEDGED (SEE OTHER SIDE)

.....SEE LATER

.....OUT OF CITY TILL.....

.....POSITIVELY WON'T GIVE

.....SICKNESS

.....UNEMPLOYED

.....MAY GIVE MORE

.....SHOULD BE SEEN AGAIN BY SOMEONE ELSE.

.....MOVED AWAY

.....DECEASED

.....Y. J. C. OFFICER SHOULD SEE

OTHER REASONS .....

REPORTED BY .....

..... TEAM NO.....

RECORD OF PAYMENTS

FOR OFFICE USE ONLY

TOTAL AMOUNT PLEDGED.....

DATE	AMOUNT PAID		BALANCE DUE	

The York Junior College

COMMUNITY COLLEGE FUND

TO MAINTAIN FOR THE YOUNG PEOPLE OF YORK AND YORK COUNTY
THE OPPORTUNITY OF A COLLEGE EDUCATION HERE AT HOME

CHARLES J. MALONE, Fund Chairman
York Junior College, York, Penna.

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George Hay Kain, Esq.
57 East Market Street
York, Pennsylvania

Dear Mr. Kain:

As a member of the Board of Trustees of the York County Academy, you will be interested in the enclosed booklet now being distributed in connection with the York Junior College fund drive. Perhaps you already have a copy.

I think you will agree this booklet clearly explains why York Junior College needs funds and how the college performs a useful and important service in the community.

We believe all civic minded persons, once aware of the College's need, will want to do their part. Therefore, we extend to you an invitation to add your help by contributing to the Community College Fund.

Enclosed is a pledge card for you. Will you fill it in and mail it, with your contribution, to the college? You may be sure your help will be greatly appreciated.

Sincerely,

Charles J. Malone

Charles J. Malone,
Fund Chairman

CJM/mm

York Junior College

of The York Collegiate Institute & York County Academy

York, Pennsylvania

December 5, 1953

Please read this Pamphlet!

Its contents are vital to York's future.

When you have read this Pamphlet, please evaluate York's need for its Community College, and your ability to contribute to its financial needs. No community college worthy of the name can be self-supporting, but must always depend on Public-spirited citizens such as you for its continued operation.

We would deeply appreciate your help.

If you care to discuss this matter with me, I should be very happy to call on you.

Robert Gates Dawes

President

The Stake of Business in American Education

The Stake of Business in American Education

An address by FRANK W. ABRAMS, *Chairman of the Board of Directors of Standard Oil Company (New Jersey), at a meeting inaugurating the "Crisis in Education" campaign of The Advertising Council.*

WE SHOULD all consider it a privilege to be here today to take part in this discussion of a subject of such pressing importance as education.

Many of you are businessmen, so I am going to ask you to imagine a business situation in which you have been called in to direct the reorganization of an old-established enterprise—American Education, Inc. You enter your office for the first time on a Monday morning and proceed to take stock of the situation.

It is at once apparent that something is wrong. Production is lagging and quality has fallen off. You have an enormous backlog of orders, but a great many of these orders are not being filled. Those that are filled are not up to your traditional standards.

You investigate. The first thing you discover is that you have a serious personnel problem. The enterprise is understaffed, and in many cases poorly staffed. On scanning your wage and salary lists, you find that your scale is far below the prevailing scale; you pay less than other enter-

prises, and as a result you are having difficulty in getting enough of the right sort of people. Many of those now on the payroll were war-time additions who, responding to an emergency need, have not had time to gain or maintain qualifications for the job.

Because you are short-handed, everyone is overworked. Your employees are forced to sit up half the night trying to catch up with their work and preparing for tomorrow's problems. They get no extra pay for this.

As if this were not enough, you find that working conditions are bad. Your plant is frequently old-fashioned, and overcrowded. Some of your equipment is obsolete, and other tools are in such short supply that many of your employees are hampered in their work.

Largely because of factors beyond their control, your operating staff is at a very low level of efficiency.

But that is not all. The product of this enterprise is often out-of-date. Frequently it no longer meets the needs of the day.

Finally, you turn your attention to your stockholder relationships. You find that you have millions of stockholders, but that almost all of them are ignorant of the business and have little contact with it. They do not come to stockholder meetings. There seems to be an almost total lack of interest or understanding on the part of the people who own the business.

This last is a serious difficulty indeed—in the long run perhaps the most serious. For you can revamp your staff, rebuild your plant and introduce new production techniques; but you know, and every experienced businessman knows, the interest of the owners is a valuable incentive and support to a business.

A point which I particularly wish to make is this—*American business is one of the largest absentee stockholders in this enterprise.*

LET ME try to suggest to you the extent of our "stock holdings"—our stake as businessmen in this business of American Education. I think it will be not too difficult to establish that American business has every reason to help American education. We have something more than the normal interest of the good citizen who wants to see the world in which we live a better world for men of all faiths.

First, consider our direct selfish interest in people considered as markets. Markets are people. There is impressive evidence to show that the earning power, and therefore the purchasing power, of people tends to be geared to their level of education. Here are some high spots from a study of education and income made in 1927, but undoubtedly relevant today.

Take an untrained man with a grade school education. On the average, he goes to work at fourteen and reaches his top earning power at the age of forty. Since his income is largely dependent on physical strength or manual dexterity, it begins to fall off at fifty or before. At age sixty the chances are better than even that he is dependent upon others for his support.

The average high school graduate goes to work at eighteen and within ten years is making more than the untrained man ever makes. He rises steadily to his own top earning power at age fifty, and falls off only slightly thereafter.

The average college or technical school graduate does not start steady work until he is twenty-two. By the time he is thirty he is earning as much as the high school graduate does at forty, and his income continues to rise virtually without a break. Since it depends upon mental ability and training, both of which improve with practice, he continues to gain until he retires.

Let me repeat, the study I refer to is twenty years old, but I don't doubt that the same approximate ratios apply today. At peak earnings, a high school graduate earns 65 per cent more than a grade school graduate, and the holder of an A.B. degree outstrips him by 250 per cent.

Today, 50 per cent of those in the highest income bracket are college trained, more than 40 per cent are high school

trained, and less than 8 per cent are grade school trained. In the lowest income bracket these figures are almost exactly reversed.

Individual income or earning power is not the only factor that influences the expansion of markets. Education sharpens the desire of the individual for commodities such as books, newspapers, automobiles, better houses, and even the kind of food he eats. Statistical studies show a definite correlation between educational level, earning power, and the consumption of all commodities.

All of which means that the more high school and college graduates there are in this country, the higher standard of living all of us enjoy, and that is simply another way of saying the more prosperous customers American business and industry have.

Markets are one side of the coin. But obviously there is another. If education increases income, it also increases productivity. We may say, then, that business depends upon education not only to provide more profitable markets but to provide more productive manpower. As every foreman knows, a worker who has had some practice in learning at school usually turns out to be better at learning in a factory. He catches on more quickly not only to the *how* of his job, but the *why* of it. His training takes less time. He has a quicker and better grasp of problems and ideas. He is more apt to think about what he is doing and

to come up with useful suggestions concerning it. If he has gone through college, he has had an opportunity to acquire the broader perspective and the capacity to think in terms of ideas and trends, which are indispensable on the higher management levels.

IF BUSINESS and industry could not draw upon a large reservoir of educated manpower, they would be handicapped in every phase of their operations. American Education does a job for business and industry. If our hope of an advancing American economy involves reducing costs, increasing individual productivity, and devising better ways of doing things, we must consider that we have a major interest in helping American Education and educators in their work.

Men without formal education have made spectacular records in America—in business and industry. That is always possible in a democracy. But the man who does that is a man who has succeeded in spite of handicaps. Certainly we cannot argue that business and industry generally can get along on the exceptional situation.

Most of you would probably agree that business and industry today have some of their principal problems and greatest opportunities in the field of human relations. We should not overlook the special value of education in this

field. Analyses of public opinion surveys, for example, clearly show that the more education an individual has, the more likely he is to have an opinion. A recent study of the answers to more than 150 questions showed that only 7 per cent of those men and women who had demonstrated that they had information failed to express an opinion, whereas 28 per cent of the people who had little or no information on a subject said they had no opinion.

I pass over the fact that only 28 per cent of the people who had little or no information said that they had no opinion.

I believe, however, that the experts in this field are convinced that education produces not only a difference in the volume of opinion, but also a difference in the kind of opinion. People with information are inclined to more moderate opinions, whereas those without information are apt to be extremists.

Business and industry have an ever increasing interest in an educated population—an enlightened electorate. I cannot think of a healthier climate for any private enterprise.

The intelligence and initiative of people is a tremendous "natural resource" of any nation. All other natural resources are meaningless without it. Our position in the world today is not primarily a result of our other natural resources—although we have been fortunate in this re-

spect—but to the ability which we as a people have developed. In this development, our educational system has been a vital factor.

IF WE LET our educational system decay, we will gravely injure the foundation of our greatness as a nation. By the same token, if we develop our educational system—expanding it and making it stronger—we will be cultivating the greatest of our natural resources, the people of America. And no one has a greater stake in the future of America than American businessmen.

Now, what can we do about it?

The most obvious answer is that business can give money to aid the cause of education. Of course, many corporations already underwrite the expense of research projects in college and university laboratories which they feel will be valuable to their operations. Others grant scholarships. These activities are excellent so far as they go, but they do not meet the basic situation which this meeting has been called to consider. Also, there are limitations on this route, such as restrictions imposed by law upon the uses to which directors can put stockholders' money. I think we should recognize, however, that endowed educational institutions are no longer able to find so many large private donors. There is a gap here which needs to

be filled. Precisely how it is to be filled I do not know at this time. But it is a problem which is clearly of concern to business and industry.

I think the matter goes deeper than grants and scholarships. A basic trouble with American education is public indifference. *Something has got to be done to educate ourselves regarding the problem.* All of us have got to understand it better, because the job which must be done will not be done by me or you or all of us in this room, but by the American people.

The situation which we as Americans should act upon has been ably stated in a variety of forms to reach the American people by the millions. The Advertising Council has done its job. It is ready for presentation either in magazine and newspaper space or on the radio. One service that business can perform for American Education is to give this story the nation-wide distribution which it deserves.

There is another thing that we as businessmen can do. We can give not only our money and our advertising facilities, but ourselves. If we hope to see this country grow and develop under the democratic system, let us devote ourselves personally to this task as one of our duties as citizens. Let us take part in educational affairs both in our home communities and at the national level. Let us urge our associates to do the same. This is a very important and very difficult problem. It deserves the best in all of us.

If you would like additional copies of this booklet, write to Standard Oil Company (New Jersey), Room 1626, 30 Rockefeller Plaza, New York 20, New York.

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